INDEX—VOLUME 29, 1994

AUTHORS

Altman, Reuben. **Academic and social engagement of young children with developmental disabilities in integrated and nonintegrated settings** 184

Baine, David. See Owen, Marya Stephanie 34

Belfiore, Phillip J. **The effects of task design remediation and response efficiency on work productivity in adults with moderate and severe mental retardation** 202

Belfiore, Phillip J. See Bolton, Jenifer L. 236

Belfiore, Phillip J. See Soto, Gloria 302

Blampied, Neville. See Le Grice, Bronwen 316

Bolton, Jenifer L. **The effects of stimulus modification on putting accuracy for adults with severe and profound mental retardation** ... 236

Browder, Diane M. See Belfiore, Phillip J. 202

Butterworth, Jr. John. **The relationship between social competence and success in the competitive work place for persons with mental retardation** 118

Campbell, James A. **Factors affecting parents in their future planning for a son or daughter with developmental disabilities** 222

Cullinan, Timothy. See Romer, Lyle T. 57

Essex, Elizabeth Lehr. See Campbell, James A. 222

Feldman, David. **The effect of assertive discipline procedures on preschool children in segregated and integrated settings: A longitudinal study** 291

Gemmell-Crosby, Susan. **Preschool teachers' perceptions of including children with disabilities** 279

Greene, Gary. See Serr, Russell 165

Gumpel, Tom. **Social competence and social skills training for persons with mental retardation: An expansion of a behavioral paradigm** 194

Hamre-Nietupski, Susan. **Regular educators' perceptions of facilitating friendships of students with moderate, severe, or profound disabilities with nondisabled peers** 102

Hanzlik, Jodie Redditi. See Gemmell-Crosby, Susan 279

Haring, Norris G. See Romer, Lyle T. 134

Hendrickson, Jo. See Hamre-Nietupski, Susan 102

Hilton, Alan. See Smith, Tom E.C. 3

Hilton, Alan. **Inclusion as a philosophy which leads to loss of vision: A response to Rainforth's philosophy versus student need?** .. 253

Kanagawa, Linda. See Altman, Reuben 184

Kato, Takamasa. See Matsuo-Muto, Hisae 145

Kelchner, Kathy. See Wehmeyer, Michael L. 265

Kozleski, Elizabeth B. See Sands, Deanna J. ... 90

Kregel, John. See Revell, W. Grant 256

Lalli, Joseph S. See Bolton, Jenifer L. 236

Lavay, Barry. See Serr, Russell 165

Le Grice, Bronwen. **Training pupils with intellectual disability to operate educational technology using video prompting** 321

Lee, Suzanne. See O'Reilly, Mark F. 22

Lim, Levan. See Belfiore, Phillip J. 202

Lindsey, Pam. **Assessing the ability of adults with mental retardation to give direct consent for residential placements: A follow-up study for the consent screening interview** 155

Marozas, Donald S. See May, Deborah C. 229

Matsuo-Muto, Hisae. **Maternal speech to Japanese children with and without severe mental retardation** 145

May, Deborah C. **Are elderly people with mental retardation being included in community senior citizen centers?** 229

McDonald, Linda. See Owen, Marya Stephanie 34

Nietupski, John. See Hamre-Nietupski, Susan 102

O'Reilly, Mark F. **An analysis of acquisition, generalization and maintenance of systematic instruction competencies by preservice teachers using behavioral supervision techniques** 22

Owen, Marya Stephanie. **Direct observation of communicative interaction in a group home setting** 34

Rainforth, Beverly. **Philosophy versus student need? A reply to Smith and Hilton** 251

Rayfield, Ralph. See Revell, W. Grant 256

Renzaglia, Adelle. See O'Reilly, Mark F. 22

Revell, W. Grant. **Supported employment for persons with severe disabilities: Positive trends in wages, models and funding** 256

Romer, Lyle T. **General case training of requesting: A demonstration and analysis** 57

Romer, Lyle T. **The social participation of students with deaf-blindness in educational settings** 134

Rosenthal-Malek, Andrea L. **The effects of metacognitive strategy training on the acquisition and generalization of social skills** 213

Ruttgardt, Siegland Ellger. See Sengstock, Wayne L. 69

Sands, Deanna J. **Quality of life differences between adults with and without disabilities** 90

Schoenberg, Beth. See Romer, Lyle T. 57

Schuster, John W. See Wright, Cheryl Weinzierl 43

Sengstock, Wayne L. **Rebuilding special education in Germany after World War II** 69

Serr, Russell. **Dexterity and bench assembly work productivity in adults with mild mental retardation** 165

Shokoohi-Yekta, Mohsen. See Hamre-Nietupski, Susan 102

Skinner, Christopher H. See Bolton, Jenifer L. .. 236

Smith, J. David. **The revised AAMR definition of mental retardation: The MRDD position** ... 179

Smith, Tom E.C. **Program design for students with mental retardation** 3

Smith, Tom E.C. See Hilton, Alan 253

Soto, Gloria. **Comparison of two instructional strategies on social skills acquisition and generalization among individuals with moderate and severe mental retardation working in a vocational setting: A meta-analytical review** 307

Strauch, James D. See Butterworth, Jr., John 118

Toro-Zambrana, Wanda. See Soto, Gloria 307

Wehman, Paul. See Revell, W. Grant 256

Wehmeyer, Michael J. **Perceptions of self-determination and psychological empowerment of adolescents with mental retardation** 9

Wehmeyer, Michael L. **Interpersonal cognitive problem-solving skills of individuals with mental retardation** 260

West, Michael. See Revell, W. Grant 256

Wright, Cheryl Weinzierl. **Accepting specific versus functional student responses when training chained tasks** 43

Yoshida, Roland. See Rosenthal-Malek, Andrea 213

Young, Douglas. See Serr, Russell 165

TITLES

Academic and social engagement of young children with developmental disabilities in integrated and nonintegrated settings. Reuben Altman and Linda Kanagawa 184

Accepting specific versus functional student responses when training chained tasks. Cheryl Weinzierl Wright and John W. Schuster 43

An analysis of acquisition, generalization and maintenance of systematic instruction competencies by preservice teachers using behavioral supervision techniques. Mark F. O'Reilly, Adelle Renzaglia, and Suzanne Lee 22

Are elderly people with mental retardation being included in community senior citizen centers? Deborah C. May and Donald S. Marozas 229

Assessing the ability of adults with mental retardation to give direct consent for residential placements: A follow-up study for the consent screening interview. Pam Lindsey 155

Comparison of two instructional strategies on social skills acquisition and generalization among individuals with moderate and severe mental retardation working in a vocational setting: A meta-analytical review. Gloria Soto, Wanda Toro-Zambrana, and Phillip J. Belfiore 307

Dexterity and bench assembly work productivity in adults with mild mental retardation. Russell Serr, Barry Lavay, Douglas Young, and Gary Greene 165

Direct observation of communicative interaction in a group home setting. Marya Stephanie Owen, Linda McDonald, and David Baine 34

Factors affecting parents in their future planning for a son or daughter with developmental disabilities. James A. Campbell and Elizabeth Lehr Essex 222

General case training of requesting: A demonstration and analysis. Lyle T. Romer, Timothy Cullinan, and Beth Schoenberg 57

Inclusion as a philosophy which leads to loss of vision: A response to Rainforth's philosophy versus student need? Alan Hilton and Tom E.C. Smith 253

Interpersonal cognitive problem-solving skills of individuals with mental retardation. Michael L. Wehmeyer and Kathy Kelchner 260

Maternal speech to Japanese children with and without severe mental retardation. Hisae Matsuo-Muto and Takamasa Kato 145

Perceptions of self-determination and psychological empowerment of adolescents with mental retardation. Michael J. Wehmeyer ... 9

Philosophy versus student need? A reply to Smith and Hilton. Beverly Rainforth 251

Preschool teachers' perceptions of including children with disabilities. Susan Gemmell-Crosby and Jodie Redditi Hanzlik 279

Program design for students with mental retardation. Tom E.C. Smith and Alan Hilton 3

Quality of life differences between adults with and without disabilities. Deanna J. Sands and Elizabeth B. Kozleski 90

Rebuilding special education in Germany after World War II. Wayne Sengstock and Sieglind Ellger Ruttgardt 69

Regular educators' perceptions of facilitating friendships of students with moderate, severe, or profound disabilities with nondisabled peers. Susan Hamre-Nietupski, Jo Hendrickson, John Nietupski, and Mohsen Shokoohi-Yekta 102

Social competence and social skills training for persons with mental retardation: An expansion of a behavioral paradigm. Tom Gumpel 194

Supported employment for persons with severe disabilities: Positive trends in wages, models and funding. W. Grant Revell, Paul Wehman, John Kregel, Michael West, and Ralph Rayfield 256

The effect of assertive discipline procedures on preschool children in segregated and integrated settings: A longitudinal study. David Feldman 291

The effects of metacognitive strategy training on the acquisition and generalization of social skills. Andrea Rosenthal-Malek and Roland K. Yoshida 213

The effects of stimulus modification on putting accuracy for adults with severe and profound mental retardation. Jenifer L. Bolton, Joseph S. Lalli, Phillip J. Belfiore, and Christopher H. Skinner 236

The effects of task design remediation and response efficiency on work productivity in adults with moderate and severe mental retardation. Phillip J. Belfiore, Levan Lim, and Diane M. Browder 202

The relationship between social competence and success in the competitive work place for persons with mental retardation. John Butterworth, Jr. and James D. Strauch 118

The revised AAMR definition of mental retardation: The MRDD position. J. David Smith 179

The social participation of students with deaf-blindness in educational settings. Lyle T. Romer and Norris G. Haring 134

Training pupils with intellectual disability to operate educational technology using video prompting. Bronwen Le Grice and Neville M. Blampied 321

BOOK REVIEWS

A guide to developing language competence in preschool children with severe and moderate handicaps by Ennio Cipani (Ed.). Reviewed by James W. Halle 84

Building the healing partnership: Parents, professionals and children with chronic illnesses and disabilities by Patricia T. Leff and Elaine H. Walizer. Reviewed by Nancy D. Safer 331

Competitive job finding guide for persons with handicaps by Chet Muklewicz and Michael Bender. Reviewed by Donna Martin 83

Educational interventions for the student with multiple disabilities by Donna Irons-Reavis. Reviewed by Keith Storey 332

Free appropriate public education: The law and children with disabilities by H. Rutherford Turnbull. Reviewed by Gabriel A. Nardi 172

HIV infection and developmental disabilities: A resource for service providers by Allen C. Crocker, Herbert J. Cohen, and Theodore A. Kastner (Eds.). Reviewed by Roberta A. Strosnider 173

Life skills instruction for all students with special needs: A practical guide for integrating real-life content into the curriculum by Mary E. Cronin and James R. Patton. Reviewed by Joanne Yarbrough Carver 245

Physical activity for individuals with mental retardation: Infancy through adulthood by Carl B. Eichstaedt and Barry W. Lavay. Reviewed by Sherry L. Folsom-Meek 174

Psychopathology in persons with mental retardation: Clinical guidelines for assessment and treatment by Christine M. Nezu, Arthur M. Nezu, and Mary Jane Gill-Weiss. Reviewed by S. Kenneth Thurman 246

Strategies for teaching students with mild to severe mental retardation by Robert A. Gable and Steven F. Warren (Eds.). Reviewed by Keith Storey 82

The effects of mental retardation, disability and illness on sibling relationships: Research issues and challenges by Zolinda Stoneman and Phyllis Waldman Berman (Eds.). Reviewed by Maurice McNerney 243

You, your child, and "special" education by Barbara Coyne Cutler. Reviewed by Sheila Dove Jones 333